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INTEGRATION OF COMPUTERS AND LANGUAGE ARTS TO
BENEFIT UNDERACHIEVERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Elementary

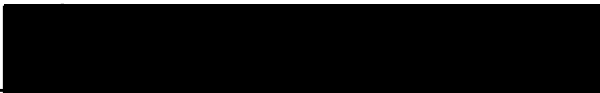
by
Elizabeth Kay Ingram
June 1994

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Approved by:



Dr. Ruth Sandlin

6/13/94

Date



Mr. Sylvester Robertson

ABSTRACT

The purpose of this project is to provide elementary teachers with a resource that integrates Language Arts and Educational Technology in an effort to motivate underachievers. This resource combines selected core literature selections with strategies to benefit underachievers, suggested daily lesson plans, vocabulary lists and ideas, and a word processing program.

ACKNOWLEDGEMENTS

This project is dedicated to my family, my husband Steve and my daughter Christine, for their support and patience that they have given me throughout my educational endeavors. Thank you guys...I could not have done it without you!

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INTRODUCTION

Throughout history the field of education has been an ever-changing process. There has continually been an incessant struggle to improve and enhance existing school curriculums (Perkinson, 1991). In recent years there has been a movement in Language Arts which has gone from the basic basal reader to the process of Whole Language and the integrated curriculum (Stahl, 1990). Included with this has been the challenge to keep up with the daily advances in technology (Yeaman, 1991), specifically in the area of computers (Thompson, 1990). At the same time, there is a problem with students that are considered to be underachievers. According to Parish and Parish in 1989 (as cited in Bishop, 1987), without extra help and motivational techniques, these children tend to fall through the cracks of the educational system.

Recent research has shown success with the process of Whole Language as opposed to the traditional basal approach (Reutzel & Cooter, 1990). Combining the components of reading and writing activities allows children to read, write, think, and discuss (Farris & Kaczmariski, 1988), while the basal method leaves the classroom skill-focused and teacher-centered (Eldredge, 1991).

But beyond the concept of whole language lies the theory of the integration of curriculums, where all the subjects evolve around a central theme (Strickland & Morrow, 1990). This process not only teaches children the skills that they need, but at the same time can add meaning and interest to a students' learning experiences (Strickland & Morrow, 1990). Because of the difficulty and time

involved with these kinds of lessons, teachers may still persist with the basal programs. Computers may be a way around this difficulty.

Concurrently, technology is booming (Yeaman, 1991) with the numbers of computers in classrooms increasing throughout the country (Thompson, 1990). However, one wonders whether computers are being used effectively in the classroom. Research has found that computers in the classrooms are not only limited, but when students actually receive a computer lesson, it occurs in a regular computer education class (Becker, 1991). At the same time, computer software programs that align themselves with certain core literature selections are scarce (Bishop-Clark & Grant, 1991). If teachers are not equipped with the proper resources to use with computers, it may leave a gap in the educational struggle.

On a different parallel, educators are continuously searching for new ways to motivate underachievers. Research has shown that the use of computers can be beneficial when working with low achieving students. In a study done by Swan and Mitrini (1990), it was found that:

CBI [Computer-Based Instruction] classrooms were more student-centered and cooperative than regular classroom environments, that teachers were more the facilitators of learning and learning was more individualized when computers were involved, and that students were more motivated and less threatened when learning on computers than when in the regular classroom (p. 623).

Other motivational strategies for underachievers include the whole language and integrated curriculum approaches. Wilkstrom found that the social interaction of computer based instruction encouraged a desire for clearer communication (Wilkstrom, 1990).

It is important then to realize that there may be gaps between

core literature selections and available corresponding computer software programs for the regular classroom teacher. It is also important to understand that both computer word processing and thematic teaching can be used as motivational techniques when working with the underachieving child. This project addresses the need for a curriculum model that can assist elementary teachers in motivating underachievers with computer software that can be used with current core literature materials.

REVIEW OF THE LITERATURE

Whole Language Approach/Basal Reading

One of the most widely discussed trends in language arts education today is the movement of "whole language" (Eldredge, 1991). Whole language as defined by Eldredge (1991) is an image of certain classroom practices. He designates the following as aspects of the whole language process:

First, rather than teaching reading, writing, spelling, and handwriting as separate subjects whole language teachers integrate the teaching of language arts into a single period. Second, children's own language productions are used to help them make the transition from oral to written language. Third, whole language teachers encourage students to write as soon as they enter school. Fourth, in addition to using children's written products for reading, literature books are widely used in whole language classrooms. Fifth, literacy instruction is organized around themes or units of study that are of interest to students. Last, whole language teachers involve children in holistic reading and writing activities (pp. 22-23).

A study conducted by Farris and Kaczmariski (1988) found the whole language approach to be a set of beliefs about the complete instructional method in the classroom, and not just the reading, writing and spelling portions. Instead of being seen as an instructional method, it has often been described as a philosophical belief (Farris & Kaczmariski, 1988), or as "an attitude of mind which provides a shape for the classroom" (Rich, 1985, p. 719).

In comparison, the basal reading process is one that is more segmented and separate, (Eldredge, 1991) and which stresses exercises more than purposes (Farris & Kaczmariski, 1988). Teachers that support this concept may tend to put their students in reading groups and approach other subjects such as writing, spelling,

handwriting, and enrichment and skill related activities as separate skills during separate periods of the day. Since teachers generally tend to follow the basal outlines from the teachers' manuals that are provided by the publishers, most of the time the classroom is skill-focused and teacher-centered (Eldredge, 1991). Consequently, teaching becomes fragmented and uninteresting to the learner (Farris & Kaczmarski, 1988).

In recent years the popularity of whole language and its approaches have increased (Stahl, 1990) with the state of California adopting whole language principles as part of their literacy program (Stahl, 1990). Farris and Kaczmarski believe that whole language activities support students in all aspects of language (1988).

Supporters of the whole language concept see the movement as one that offers great hope for those that are concerned about literacy (Eldredge, 1991). A study done by Reutzel and Cooter compared the whole language approach with the basal reading approach and found the whole language program to be moderately more effective in affecting first grade children's reading achievement (1990). Additionally, this approach motivates children to think, discuss, read, and write (Farris & Kaczmarski, 1988). Another study's (Decker, 1991) results suggest that if the children had a whole language start in reading instruction beginning in kindergarten, the children's scores in reading would have improved dramatically. Eldredge (1991) found that students in whole language classes made greater gains in phonics, vocabulary, reading comprehension, and total reading achievement than students in the basal reading program.

Integrating the various subject curricula takes the whole language

concept a step further. Instead of correlating just the language arts (reading, writing, spelling, and handwriting), all of the subject areas (including science, social studies, music, physical education, computers, and art) are taught around a central theme (Strickland & Morrow, 1990). The purpose of the integrated approach is to make a connection between subjects or between thinking and intuition (Stahl & Miller, 1989) and add "interest, meaning and function" to a child's learning experiences (Strickland & Morrow, 1990, p. 604).

Whole language and integrated curricula are rapidly increasing in their popularity since these approaches have been found to be as effective as the basal reading system, and in many cases more effective. It can also be said that these approaches make the learning experiences more interesting and meaningful for the child. However, resistance to the whole language approach may still exist because of the difficulty teachers have of creating and implementing a language arts program on their own (Farris & Kaczmariski, 1988). Computers may be one way around this stumbling block.

Computers

The technology of the times is on the rise (Yeaman, 1991) with the numbers of computers in the American public schools doubling since 1985 (Swan & Mitrani, 1990). In today's schools it is rare that there is not at least one computer in the school, and many have fully networked computer classrooms. It appears that advances in computer technology have barely begun (Thompson, 1990).

In the field of education, if used correctly, modern electronic technologies such as computers, cameras, and videos can bring

substance and meaning into the classroom (Mecklenburger, 1990). However, one wonders about the effectiveness of computers in the classroom. In a study done to examine the usefulness of computers in reading instruction Thompson found computers to be a "viable supplement to traditional reading instructional practices," and the future to be promising (1990, p. 17). But in reality, current computer use in the elementary classroom is restricted since teachers may only have one or two computers available for their students (Becker, 1991). If students do get a real computer lesson which takes in work processing, the program usually takes place in a computer education class instead of being integrated into the regular classroom curriculum (Becker, 1991).

Even though computer technology has made its way into the educational system, the potential to improve it cannot be recognized unless schools can bring this technology successfully in the regular classroom activities (Bishop-Clark & Grant, 1991). In order for this to take place effectively, there must be a sufficient availability of computer software. A study done by Brickle and Woodrow (199) found that "the greatest drawback to the use of technology and computers experienced ... was the paucity of diverse, imaginative materials and software which according to Suydam (1984) should be incorporated into the instructional curriculum. Along the same lines, there is little software available that can provide adequate assessment for comprehension, problem solving and deep understanding (Becker, 1991).

An informal assessment taken from three large urban county media centers and a school district located in Southern California in

Fall 1992, disclosed very limited software that relates to children's literature. Such programs do exist but are very limited and virtually unobtainable. Balajthy (1988) found a software system that included tests on over 2,000 book titles, but the tests were determined to be very short, at a low level (multiple choice), and did not encourage more meaningful responses such as journal writing. He believes that "the challenge is to develop book centered software that enhances reading while providing and monitoring skill development" (1988, p. 158).

Most of the accessible software available in the Southern California area evolves around specific content areas other than children's literature. Software that supports and aligns itself with required core literature is scarce. With the growing computer technology in the schools, it is important to realize that there may be gaps between children's literature and the computer software connection.

Computers have been shown to be effective and motivational in whole language instruction and learning (Adams, 1986; Brady, 1990; Wilkstrom, 1990). According to Brady (1990), word processing may offer a new way to encourage collaboration and spur students' thoughts. Computer literature programs can help all students develop the concepts of reading and may increase interest to students who do not respond well to conventional print media (Adams, 1986), but especially so for the underachieving student. Therefore, when considering the underachieving student, one must consider the computer to be a possible motivational technique.

Underachievers and Motivation

Parish and Parish refer to the underachiever as "a child whose observed school performance is below his or her potential regardless of the absolute level of performance" (1989, p. 71). Fitzpatrick describes the underachieving average ability student in the following way:

These students have average intellectual ability but are continually unsuccessful in their studies. They do not perform poorly enough to qualify for special education services, yet they are not sufficiently motivated to be successful in regular programs. They generally have a poor self-concept, lack basic study skills, and their elementary school records indicate a history of "barely getting by" (1984, p. 94).

These children are often lost and tend to fall through the cracks of our educational system according to Parish and Parish in 1989 (cited in Bishop, 1987). "They get poor grades, have poor attendance records, have poor self-images, and poor attitudes" (Parish & Parish, 1989, p. 71).

Educators are continuously searching for ways to motivate and achieve success with these students (Bey, 1986), as this can often be the root to attaining a successful educational program (Stratton & Grindler, 1991). Recent research has shown that the use of computers can be beneficial when working with low achieving students. A study done by Swan and Mitrani (1990) found that

the use of comprehensive (CBI) [Computer Based Instruction] is creating learning environments which are more student-centered and cooperative, where teachers are more the facilitators of learning and learning is more individualized, and which students are less threatened, more motivated, and have greater perceived control over their own learning (p. 625).

This same study was also able to link improved academic performance to the student's participation in the program.

Other current research conducted by Parish and Parish (1989) discusses computer-assisted learning as especially helpful to students of both high and low achieving abilities, and even those that are considered delinquent students. They conclude that this approach "may allow students who may not benefit from traditional classroom instruction to excel to their greatest potential" (p. 75). The negative effect that is often associated with the regular classroom instruction is removed with the computer-assisted instruction.

A report by Brickle & Woodrow in 1990 (cited in Kantowski, 1983) revealed that they are "convinced that the interactive nature of the computer gives CAI [Computer-Assisted Instruction] an unparalleled advantage in the teaching of mathematical problem-solving" (pp. 50-51). Another investigation conducted by Thompson (1990) found that not only did CAI have a positive effect on reading achievement, including phonics, comprehension, and in general, but some of the studies indicated that this approach may be even more effective for the slower, disadvantaged child than the average student. For those students that are considered to be tactile learners, the computer is beneficial in the kinesthetic mode (Stratton & Grindler, 1991). And finally, children's eagerness to work with a word processor provides in increased motivation to write. Word Processors offer new ways to encourage students thinking and encourage and assist collaboration (Stratton & Grindler, 1991).

Other motivational strategies for the underachiever include the whole language and integrated teaching approaches, which have been

especially motivational for the remedial reader (Wilkstrom, 1990). This process impels "children to think, discuss, read, and write" (Farris and Kaczmariski, 1988, p. 81). The social interaction between students when writing causes them to have a desire to be clear in their writing, thus revealing a motivation for clearer communications with their peers (Farris & Kaczmariski, 1988).

Summary

The difficulty of motivating underachievers can partly be addressed by the use of computers and word processing. At the same time, the whole language approach and the integration of curriculums are other means of effectiveness. Integrating the computer/word processing with the whole language approach should then produce a beneficial means of motivation for the underachieving student.

It is also clear that there is a lack of software that aligns with the children's literature. If underachieving students are to truly benefit from today's technology, then there must be sufficient software available for their use and profit.

This project address the problem of motivation in the underachiever by developing a curriculum to help close the gap between current children's literature selections and the limited computer software programs that are available in the Southern California area.

GOALS AND LIMITATIONS

This project provides motivation for the underachieving student by integrating computers with the whole language approach. In order to assist the classroom teacher, teachers are provided with curriculum ideas and lesson plans specifically in the areas of language arts and computers in an effort to inspire them to correlate these two subjects.

This project was also designed with the intention of equipping and incorporating other helpful ideas into the designed word processing programs and lessons to encourage the low-achieving student to perform at a higher level.

Ultimately the goal of this project was to design a classroom resource for primary teachers when they are in need of a purposeful word processing program to align with the state framework, specifically in the areas of Language Arts and Educational Technology. It provides software that correlates computer word processing with core literature selections for primary grade levels to help improve the motivation and success levels of underachievers.

The students will be able to meet these goals by their participation in writing activities, predicting outcomes, increasing their vocabulary, daily discussions, editing practice, and a variety of reading styles. They will also be asked to practice on the word processor and will become familiar with the keyboard.

However, several limiting factors must be considered when characterizing this project. The availability of computers not only in classrooms but in schools themselves may greatly handicap the success of the project. Also the core literature books that were

selected for this project may not be accessible for student and teacher use. In addition, the *Magic Slate* word processing program may not be within reach of the school site.

PROJECT DESIGN

This project begins by acquainting teachers with techniques that can be used in the regular classroom to help underachieving students. Teachers are provided with current information to help promote successful experiences for the low achiever. Although the curriculum model itself is based on the beliefs that the computer and whole language approaches are beneficial motivators for the low achieving student, other successful approaches are provided that can be easily embraced into the classroom environment.

Several techniques are suggested that take into consideration the success of both the teacher and student. The project also provides teachers with information about the computer program and the core literature selections that were used.

The largest section of the project provides the elementary classroom teacher with daily classroom activities and guidelines that align with the state framework. Included in this is computer software that accompanies core literature selections, discussion ideas, and culminating activities. This section is broken down into grade level book titles, beginning with the second grade and then proceeding to the fifth grade level.

Finally, this project will be field tested by teachers who have had a chance to use the product. The benefits, information level, and effectiveness of the project will be evaluated.

PROCEDURE

The first step of this project was to acquire information on strategies and techniques that can be used to help promote the success of underachievers. The strategies selected accommodate both the teacher and student and can be easily integrated into the regular classroom.

Subsequently the core literature books to be utilized needed to be decided upon. The books were then listed in graduated order, starting with the second grade level and ending at the fifth grade level. There was a need to acquire a copy of each book and become familiar with it.

The next step was to obtain, format, and label data disks according to grade level. In order to be compatible according with the grade levels, the *Magic Slate* 40 Column program was used for the second, third, fourth, and fifth grade levels.

Starting with the second grade and ending with the fifth grade, a grade level program was written for each grade. Each new book title and program included a daily activity guide, discussion ideas, writing activities, vocabulary lists and ideas, and a culminating activity.

The final phase of the project was to create a survey to evaluate its applicability and effectiveness with a field test.

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APPENDIX A

RESOURCE FOR TEACHERS

This manual has been designed to assist the elementary teacher when working with an underachieving student. It is meant to provide the classroom teacher with a simple and effective means of integrating whole language and word processing while targeting the underachieving student. Widely available core literature books have been selected to ensure accessibility. Teachers should consider the information as an additional passage way for student motivation.

Since educational settings vary from school to school, teachers should not feel restrained with this information and should modify the lessons to fit their individual teaching style, classroom, and individual student ability. Included with each lesson are additional strategies and ideas that teachers may draw from for their own particular criteria.

The following lessons are easy to follow and provide daily ideas and activities. The books are presented in graduated order of difficulty stating at the second grade level, and advancing to the fifth grade level. The lessons are also suitable for multi-grade classrooms which are increasingly becoming more popular.

This project was designed for elementary teachers in southern California and centers around an urban-suburban, multicultural population. It was developed with the use of the *Magic Slate II*, 40 Column Disk originated for Apple computers. The characters in this program are larger than regular computer word processing programs, making it easier for the younger child to read and follow. The program included with this project was constructed on an Apple IIGS.

Although these books should be selected by teacher discretion, the book designated for the second grade level is entitled Sylvester and the Magic Pebble by William Steig. Ramona Quimby, Age 8 by Beverly Cleary was chosen for the third grade level while Island of the Blue Dolphins by Scott O'dell was selected for the fourth grade. The highest level of books chosen was My Side of the Mountain by Jean George for the fifth grade.

Strategies to Help Students Learn in the Regular Classroom

Not all students who experience difficulties in school will qualify for special services. Although there are no magic solutions, these students may benefit from techniques used in the regular classroom. Teachers should choose from these interventions ones that most likely will contribute to their individual student's success. Some general techniques suggested that allow for the success of both the teacher and student fall under the following categories: Structure, appropriate physical environment, positive reinforcement, and appropriate assignments and tasks.

The first of these, structure, calls upon the regular classroom teacher to establish routine in the daily schedule. Classroom rules should be established, reiterated, and clearly posted. A consistency in these rules and their consequences should be strongly reinforced.

The physical environment can also play a key role as an intervention. Elimination of auditory and visual distractions may help students focus more efficiently at the task at hand. Moving the

student's desk within a closer proximity to the teacher or attaching chairs or desks together may be beneficial.

For many students positive reinforcement may be a major factor in their success. Immediate feedback, both written and oral, along with social, activity, and tangible reinforcers can aid in student success.

Student assignments and tasks can be adjusted to an appropriate level of student ability and attention span. Focusing on the student's strengths and interests allows the student to draw from their own personal ability.

The following is a partial list of suggested strategies which may be helpful when working with an underachieving child.

1. Change the seat to be near the teacher.
2. Establish or clarify rules.
3. Teach prioritizing skills.
4. Write out the directions on the board or paper.
5. Limit the number of directions at one time.
6. Place the student in a noise-less area of the room.
7. Make the assignments shorter.
8. Give a different assignment.
9. Allow the student to stay after school or at lunch for help.
10. Reward the student's progress.
11. Keep in contact with the parent.
12. Check the student's health history.
13. Provide daily or weekly progress reports.
14. Supply a time out area.
15. Make use of all available school services.

16. Provide immediate feedback if possible.
17. Offer peer tutoring.
18. Hold a parent/student/teacher conference.

Other methods of intervention pertain more specifically to the reading and writing portions of this project. Any or all of the following may be utilized with the core literature/word processing units.

1. Introduce new vocabulary words prior to reading. Discuss dictionary meanings and how words are related to what students will be reading. Students should be encouraged to try and use the new words in a sentence
2. Review the words periodically. Do not expect to show the word and assume that the students will remember them. Encourage students to make up a game using the words.
3. Create an interest for the material which will be read by bringing in items which will stimulate interest and discussion about the topic.
4. Encourage peer tutoring. Pairs or groups can take turns reading together orally and editing papers.
5. Use small group settings or pairs and assign various paragraphs. Put a good or average reader with a less able reader. Encourage discussion of the material read and sharing of the whole class.
6. Use filmstrips or videos to supplement literature.
7. Do not force a student to read orally.
8. Use tutors from outside the classroom. These may be volunteers from school, community, and senior citizens.

9. Cut the amount of material to be read. Instead of assigning a whole chapter, assign an individually appropriate amount.
10. Invite class visitors and guest speakers.
11. If parents are cooperative, enlist a family member to read to their children.
12. Encourage daily journal writing in which effort in written expression is reinforced. Regularly provide written feedback to the student in their journal, commenting on any topic which has been shared. A written question to the student in the journal may stimulate future writing.
13. Decrease the focus on grammar, punctuation, and spelling when the goal is to have the student produce creative written material.
14. Allow students to write about topics of interest to them.
15. Provide a tape recorder for student use to create a story verbally prior to writing the story.
16. Teach brainstorming of ideas, outlining, and paragraph formation.
17. Encourage illustration of written work. Display artwork and writing samples in the classroom with student's permission.
18. Publish finished works and allow students to share orally with the rest of the peers or visitors.

Summary

There are many interventions available to the classroom teacher for the underachieving student. Any combination of the above interventions along with integration of word processing and whole

language can bring the underachieving student closer to success. Teachers must take on the task of deciding what will be most effective for their individual student progress. The lessons in this project are designed to assist the classroom teacher as they try to help their low achieving students find a meaningful connection between reading, writing, and computer word processing. It has been fashioned as a resource, and provides suggested ways of incorporating these interventions into daily classroom use.

APPENDIX B

SYLVESTER AND THE MAGIC PEBBLE

By

William Steig

Goals:

1. The students will participate in incorporated strategies that will focus on the performance of underachieving students.
2. The students will show some improvement in writing skills through practice on a word processor.
3. The students will find satisfaction and enjoyment of the literature being studied.
4. The students will improve their understanding of the literature by comparing the characters experiences with their own.
5. The students will develop beginning word processing skills by frequent use of the *Magic Slate* word processing program.

Objectives:

1. The students will practice writing sentences by finishing sentence starters and then moving on toward writing their own sentences.
2. The students will predict what the story will be about after looking at the cover and reading the title.
3. The students will practice their editing skills by editing each other's work before printing out their final copy.

4. The students will become familiar with the keyboard through practice that will be determined through teacher discretion.
5. The students will participate in daily discussions that review previous and current reading assignments.

DAILY SUGGESTED LESSON PLANS

DAY 1

- First: Introduce the novel by showing the students the picture on the front cover. Ask the students what kind of story they expect. Do you believe in magic? What would you wish for if given the chance? What if you were magic? If you had a magic pebble, what would you do with it? How could this change your life? Then ask the students what they think this story will be about. Record the students' responses on a chart for future reference.
- Second: Introduce the rules for daily computer use (Appendix F). Teachers should use their discretion as to which rules will apply to their students. If space is available, post the rules near the computer as a daily reminder.
- Third: Allow the students to go to the computer and complete the Introduction file from the Magic Pebble Literature Disk. Students should be encouraged to edit each others writing before printing it out. This will help them learn to recognize mistakes as they see it in the type written form, and allows peer tutoring. An editing checklist/worksheet has been included in Appendix F to be used with teacher discretion. It is recommended that the students print out all of their writing to be kept in a folder entitled Sylvester and the Magic Pebble, along with any other activities that will be completed with this unit.

DAY 2

- First: Introduce the vocabulary words selected for the first section of the book. Both the vocabulary words and ideas for their use can be found in Appendix F. Teachers should keep in mind the individual levels of the underachieving students in order to appropriately meet their needs. Make sure that the students have gone over the meanings of the words before they start reading the story.
- Second: Bring an unusual looking pebble to class and have the students sit in a circle. Pass the pebble around and have students tell what the pebble would do if it were magic. Ask them how their lives would change if their wishes would come true.
- Third: As a group, read and discuss pages one through nine from the book. Talk about the situation that Sylvester has gotten himself into. Ask: What do you think will happen next? How will the story end? Record students' answers on a chart for future reference.
- Fourth: Have the students go to the computers and complete the section entitled Story Ending. Let them know that volunteers will have a chance to read their endings to the rest of the class. Encourage them to edit each others' work before they print them out and add them to their folders.

DAY 3

- First: Go over the vocabulary words from the day before. Then introduce the new words from the second section.

Second: Review what was read during the first reading session. Allow volunteers to read their story endings that they wrote for the previous word processing lesson. Remember not to force your underachiever to read orally.

Third: Break the students up into groups to read pages ten through twenty-three. Then have them discuss the way that Sylvester is feeling. Have them regroup as a class and ask: Have you ever felt the way that Sylvester was feeling? What was happening when you felt this way? What happened to make you feel better?

Fourth: Let the students go to the computers and complete the section called Feelings. Add their completed paper to their folder.

DAY 4

First: Review all of the previous vocabulary words and present the words from the last part of the book. You may want to let the students choose the format that they prefer for learning their words.

Second: Talk about the reading that was done the day before. Ask how they think the story will end. Read the final section of the story, pages twenty-four to thirty. Discuss the following: What are some of the things that could have happened to Sylvester while he was on Strawberry Hill? Mrs. Duncan said she would never scold Sylvester again. Do you think that she meant this? Why do you think that the Duncans put the pebble away and did not want to do anything special with it

right away? Is this story true or make believe? How do you know?

Third: Have the students get into groups and talk about objects that they have found and what they have done with them. Then send them to the computers to complete the word processing portion of the lesson entitled My Object. Print out their work and include it with their folders.

DAY 5

First: Talk about the students favorite part of the book. Have them draw a picture of it and insert into their folder.

Second: Refer to the prediction chart that was completed on the first day. Did any of the students predict correctly?

Third: Discuss the following: Do you think that having all of your wishes come true would make you happy? Why or why not? After reading this story, how do you feel about wishes? If you had a magic pebble that would make your wishes come true, what kinds of things would you wish for? Why?

Fourth: Assign the conclusion section of the word processing program and have them add it to their folders.

DAY 6

First: Plan a day to celebrate Sylvester and the Magic Pebble. Choose from the following activities or have students plan their own.

1. Science: Have the students divide a paper into four sections and draw Sylvester as the rock in the four different seasons. Or the class could bring in an

assortment of rocks and identify them together. The rocks could also be weighed and measured for heaviest, lightest, largest, and smallest.

2. Language Arts: The students could write their own story or poem incorporating magic.
3. Art: the students could find their own pebbles and paint them red like Sylvester's.
4. Social Studies: The students could draw a map of the places where Sylvester went on his adventures, including map keys and symbols.
5. Challenge the students to make up a game using a red pebble.
6. Math: The students could create word problems incorporating pebbles and donkeys. Pebbles could also be used as manipulatives for other math lessons. A graph could be made using the information obtained from the science lesson with weight and measurement.

APPENDIX C

RAMONA QUIMBY, AGE 8

By

Beverly Cleary

Goals:

1. The students will participate in incorporated strategies that will focus on the performance of underachieving students.
2. The students will develop beginning word processing skills by frequent use of the *Magic Slate* word processing program.
3. The students will show some improvement in writing skills through practice on a word processor.
4. The students will find satisfaction and enjoyment of the novel being studied.
5. The students will improve reading comprehension and understanding of the novel by writing about experiences of the characters in the book and students' related personal experiences with the characters in the book.

Objectives:

1. The students will practice typing complete sentences by answering questions that have been preprogrammed on the *Magic Slate* Teacher Planner.
2. The students will predict what the story will be about after looking at the cover and reading the title.
3. The students will practice their editing skills and at the same time improve their own language skills by editing each other's writing before printing out their final copies.

4. The students will read the novel Ramona Quimby, Age 8 in one chapter increments and maintain a satisfactory amount of understanding through discussion and writing.
5. The students will become familiar with the keyboard through practice that will be determined through teacher discretion.
6. The students will participate in daily discussions that review previous and current reading assignments.

DAILY SUGGESTED LESSON PLANS

DAY 1

- First: Introduce the novel by showing the students the picture on the front cover. Ask "what do you think that this book is going to be about?" Record student responses on a chart for future reference. Other sample questions for setting the stage may include: By looking at this picture, would you like to have Ramona as a friend? Why or why not? What kind of friend do you think Ramona would be? What kinds of things does an eight year old like to do and think about?
- Second: Introduce the rules for daily computer use (Appendix E). Each student should have a clear understanding of these basic rules. If space is available, post the rules near the computer as a daily reminder.
- Third: Allow the students to go to the computer and complete the Introduction file from the Ramona Literature Data disk. Teachers can use their discretion as to which sections they would like printed out. However it is recommended that students print out all their files to keep in a Ramona folder.

DAY 2

- First: Introduce the students to the vocabulary words selected for chapter one. Both the vocabulary words and ideas for their use can be found in Appendix F. Teachers should keep in mind the individual levels of the underachieving students to appropriately meet their needs.

Second: As a group, read and discuss chapter one together. Talk about Ramona and her excitement about the first day of school. Discussion questions may include: Why was the eraser so important to Ramona? What did Ramona think of her new teacher? How did Ramona feel about "Yard Ape"? How do you know?

Third: Allow the students to go to the computer and complete the section entitled Chapter 1. The students should be encouraged to edit each others' papers before printing out their work. An editing checklist is included in Appendix F. Students can then enter their printout in their Ramona folder along with any other activities that will be completed with this unit.

DAY 3

First: Review the vocabulary from chapter one and introduce new words for chapter two.

Second: Review what happened in chapter one with Ramona. Have students read chapter two orally in pairs. Allow the groups to help each other with words.

Third: Discuss Ramona's feelings about Willa Jean. Ask students what they might have done if they had been in Ramona's shoes.

Fourth: Students can then go to the computer and complete the file entitled Chapter 2. This can be printed out and entered into the student folders.

DAY 4

First: Review the previous vocabulary and assign new words for chapter three.

Second: Read and discuss chapter three. Discussion questions may include: When Ramona cracked the egg on her head, describe her feelings. Can you compare these feelings of Ramona's to your own during an embarrassing situation? Do you think that Ramona had a right to be upset after overhearing her teacher in the office?

Third: Permit the students to go to the computer and complete the file called Chapter 3 and enter the completed page into their folders.

DAY 5

First: Review earlier vocabulary words and reassign the new words for chapter four.

Second: Review the events in the previous chapter. Let the students read chapter four in cooperative groups and discuss the chapter among themselves. A whole group discussion can follow. Discussion topics may include: How do you deal with anger? Have you ever tasted something that you really liked until you found out what it was? Was the punishment that was given to Ramona and Beezus fair? Why or why not?

Third: Ramona's father had to draw a picture of his foot for his class. Have students take off their shoes and socks and try drawing their own foot. Include this drawing in the student folders.

Fourth: Allow students to complete the section entitled Chapter 4 from the software disk and add it to their folder.

DAY 6

First: Review the previous day's vocabulary and assign chapter five's new words.

Second: You might want to take this time to refer back to the prediction chart completed on day one. Were any of the student's predictions close to the events of the book?

Third: Read and discuss chapter five with students. Discussion questions may include: Have you ever cooked dinner before? How did it turn out? At the end of the chapter the Quimbys were feeling better about being together again. What caused this change in feelings?

Fourth: Assign the software lesson entitled Chapter 5 and have students include this in their folders.

DAY 7

First: After reviewing the previous vocabulary words, assign new words from chapter six. Teachers should try and use some variety when assigning the vocabulary.

Second: Have the students get into groups and review chapter five. Chapter six is entitled Supernuisance. Have them predict what this chapter will be about and jot down their ideas. Then have them find a partner and take turns reading

chapter six. Have them write three questions from the chapter for group discussion. Ramona did not tell her teacher she was sick. Why? What would you have done? What clues does the author give to let you know that Ramona is getting sick? Do you think that you have ever been a supernuisance around your teacher?

Third: Discuss embarrassing situations. Then let students go to the computers and complete the file called Chapter 6.

DAY 8

First: Review past vocabulary and present the new words from chapter seven.

Second: Look back to chapter six to remember what happened. For a change the teacher can read this chapter to the students. While reading, the students should not only follow along, but also try to visualize the events as they are read. After reading they can draw a picture of their favorite part. Have the students share their drawings with the rest of the class. They can place this in their folder when they are finished.

Third: Allow the children to complete the word processing assignment entitled Chapter 7.

Day 9

First: Give the students some time to go over the vocabulary from the day before. Assign the new words from chapter eight.

Second: After reviewing the reading from the day before, allow students to try and read the first few pages silently to themselves, or the whole chapter if appropriate. Let them know that this is Sustained Silent Reading Time just like what Mrs. Whaley gave to her third grade class. Then allow students (if needed) to get with a partner to finish reading the chapter together. Discussion may evolve around book reports that the children have done in the past, what was included in them, and what would be a different yet fun way of doing one.

Third: Assign the word processing lesson entitled Chapter 8 from the software. Have the children enter their papers in their folders.

DAY 10

First: Assign the last set of vocabulary words. You may want to let the students choose the format that they like for learning their words.

Second: Review the previous chapter. Read the last chapter as a whole group so that you can bring the novel to an end with a group closure. You may want to discuss how the family unit can be different for everyone, or what constitutes a nice family.

Third: The students can finish the word processing section titled Chapter 9. Have them print out their papers and include them in their folders.

DAY 11

- First: Talk about the student's favorite parts of the book. Have them draw a picture of it and insert it into their folder. Refer back to the prediction chart and see if the students predicted correctly. Have students compare Ramona's school experiences and feelings with their own. Ask if they think Ramona will have a better year next year.
- Second: Assign the Conclusion section of the word processing program and have them add it to their folders.
- Third: Get the student's reaction to their working on the computer.

DAY 12

- First: Plan a Ramona Quimby Day. Choose from the following activities or have students plan their own.
1. Reading: Assign a book report where students have to sell their books like Ramona. Allow in class time for Sustained Silent Reading.
 2. Art: Let the students make masks for their book reports like Ramona did. Or divide the student into nine groups and assign each group a chapter from the book. With an extra long piece of butcher paper, have the students create a mural depicting each chapter. Display it somewhere in the classroom.
 3. Cooking: Have students bring in ingredients and make corn bread.

4. Math: Have students get into groups and pretend they are the Quimby family at the restaurant. Use old menus or have children make up their own menus with prices. Let them put together the items and use addition to get the most expensive meal, or the least expensive meal.
5. Social Studies: Have students draw a picture of their family unit and tell why their family is nice.
6. Science: Study insects. Do a class report on the fruit fly.

APPENDIX D

ISLAND OF THE BLUE DOLPHINS

By

Scott O'Dell

Goals:

1. The students will participate in incorporated strategies that will focus on the performance of underachieving students.
2. The students will develop beginning word processing skills by frequent use of the *Magic Slate* word processing program.
3. The students will show some improvement in writing skills through practice on a word processor.
4. The students will find satisfaction and enjoyment of the novel being studied.
5. The students will improve reading comprehension and understanding of the novel by writing about experiences of the characters in the book and students' related personal experiences with the characters in the book.

Objectives:

1. The students will practice typing complete sentences by answering questions that have been preprogrammed on the *Magic Slate* Teacher Planner.
2. The students will predict what the story will be about after looking at the cover and reading the title.

3. The students will practice their editing skills and at the same time improve their own language skills by editing each other's work before printing out their final copies.
4. The students will read the novel Island of the Blue Dolphins in three and four chapter increments and maintain a satisfactory amount of understanding through discussion and writing.
5. The students will become familiar with the keyboard through practice that will be determined through teacher discretion.
6. The students will participate in daily discussions that review previous and current reading assignments.

DAILY SUGGESTED LESSON PLANS

DAY 1

First: Introduce the novel by showing the students the picture on the front cover. Ask the students what type of story they expect. What do you think the setting will be? What do you think the story will be about? Record the student responses on a chart for future reference. Other discussion questions might include: What do you think it would be like to live at a place like this? Do you think that this is a true story? Do you get any impressions about the girl on the cover by her picture?

Second: Introduce the rules for daily computer use (Appendix F). Each student should have a clear understanding of these basic rules. If space is available, post the rules near the computer as a daily reminder.

Third: Allow the students to go to the computer and complete the Introduction file from the Island Literature Disk. Students should be encouraged to edit each other's writing before printing it out. This will help them to learn to recognize mistakes as they see it in the type written form, and allows peer tutoring. An editing checklist/worksheet has been included in Appendix F. Teachers can use their discretion as to which sections they would like printed out. However it is recommended that the students print out all of their files to be kept in an Island of the Blue Dolphins folder, along with any other activities that will be completed with this unit.

DAY 2

- First: Introduce the vocabulary words selected for chapters one through three. Both the vocabulary words and ideas for their use can be found in Appendix F. Teachers should keep in mind the individual levels of the underachieving students in order to appropriately meet their needs.
- Second: As a group read and discuss chapters one through three together. Discuss what the island looked like and what was on it. If suitable, have the students draw a picture of what they think the island looks like. Sample questions include: Who were the Aleuts and why did the Aleuts want to use the island? Do you think that the Aleuts are friendly? Where do we find in chapter two hints which reveal that something is going to happen?
- Third: Allow the students to go to the computer and complete the file section called Chapters 1, 2, and 3. Student work can be edited by the other students and then printed out for the folder.

DAY 3

- First: Review the vocabulary words from day one and introduce the vocabulary selection from chapters four, five, and six.
- Second: Review the previous day's discussion about the people and the island. Have the children take turns orally reading chapters four, five and six. Have students retell in their own words the battle that took place on the beach. Discussion questions may

include: Why did Karana think it was a mistake for her father to give the Aleuts" his secret name? How did the Aleut treachery affect the people of Ghalas-at; particularly Karana and Ramo?

Third: The students can now work on the word processing portion of the lesson found under the file named Chapters 4, 5, and 6. Completed work can be added to the folders.

DAY 4

First: Review the previous vocabulary and assign new words from chapters seven, eight, and nine.

Second: Volunteers may want to share their writing from the word processing portion, day three. This would be a good way to find out student's thoughts, to allow them to share their written work, while at the same time review the previous chapters.

Third: Assign the reading of chapters seven, eight, and nine in pairs. This is where teachers can put a good or average reader with a less able reader. Questions that follow the reading might include: What was the mood on the island as the natives were packing to leave? Why did Karana jump off the boat? What happened to Ramo? How did this make you feel?

Fourth: Allow the students to go to the computers and complete the file called Chapters 7, 8, and 9. Place the completed page into the student folders.

DAY 5

- First: Review the earlier vocabulary words and reassign the new words for chapters ten, eleven, and twelve.
- Second: Talk about the reading that was done the day before. Have students take turns reading orally chapters ten, eleven, and twelve. Suggested follow up questions for discussion are:
How long do you think that Karana was out at sea? How did this trip change her? Describe how Karana built her house and other things that she would be needing.
- Third: Students can then go to the computers to complete the file section entitled Chapters 10, 11, and 12.

DAY 6

- First: Make sure to review the vocabulary words to help the success of your underachiever. Then assign the new words from chapters thirteen, fourteen, fifteen, and sixteen.
- Second: Have the students get into groups and review chapters eleven, twelve, and thirteen. Then have them predict what this new section might be about. Allow them to take turns reading chapters thirteen, fourteen, fifteen, and sixteen in small groups to allow for the underachiever. Then have each group come up with three questions about the chapters to share with the rest of the class. Other discussion questions might be: Do you think that there could have been other ways for her to drive away the wild dogs? Why do you think that Karana did not kill the big gray dog? What would you have done and why? What do you think will happen next?

How do the animals on and around the island contribute to the story development?

Third: The writing in the section entitled Chapter 13, 14, 15, and 16 is specifically designed to allow for cutting back the amount of the assignment for the underachieving student. Teachers should use their discretion as to the amount of experiences that want their students to write about. Have the students brainstorm together in a group before going to the computers. This too will allow for the underachieving student to get ideas before he sits down to write. It is still a good idea to have the students edit each other's work when they have finished.

DAY 7

First: Review the previous day's vocabulary and assign the words from chapters seventeen, eighteen, nineteen, and twenty.

Second: Review the events that were talked about the day before. This may be a good time to refer back to the prediction chart completed on day one. Were any of the student's predictions close to the events in the book?

Third: For a change in reading styles the teacher may want to read chapters seventeen, eighteen, nineteen, and twenty to the students. This will give all of your students a chance to hear the story read in a different manner than what they are used to. Discussion topics may be as follows: Karana referred to a creature in the sea as a devilfish. What is the familiar name that we give it? Describe the time that Karana had trying to

catch the giant devilfish. Why did she decide that she would never go back to Black Cave again? Why did Karana feel that the skeleton and other images in the cave were her ancestors?

Fourth: Have the students get into groups and brainstorm ideas for the following questions before they go to the computers. Why did Rontu feel compelled to challenge the remaining pack of dogs? Why could not Karana intrude in the fight, even though she was physically able to do so? Why did Rontu, after his victory over the other dogs, trot right past Karana to their house, where he waited for her as if nothing had happened? Then assign the file entitled Chapters 17, 18, 19, and 20.

DAY 8

First: Give the students time to go over the vocabulary from the day before, then present the new words.

Second: After reviewing the reading from the day before, allow students to try and read chapter twenty-one silently to themselves. Then allow the students (if needed) to get together with a partner to finish reading chapters twenty-two and twenty-three. Discussion may evolve around the preparations that Karana made before the Aleuts" reached the shore? Considering the fact that she had been so long without human companionship, did it seem natural for her to hide from them? Contrast the reactions of Karana and Tutok when they first came face to face and give reasons for the way each acted.

Third: Assign the word processing file entitled Chapters 21, 22, and 23. Have the children enter their papers in their folders.

DAY 9

First: Review past vocabulary words and present the new words from chapters twenty-four, twenty-five, and twenty-six.

Second: Review the reading from the previous day and assign chapters twenty-four, twenty-five, and twenty-six. Ask: In what ways did Karana feel the effects of the Aleuts' visit to the island even after they had departed? Can you find any sections in the book to prove this? List and discuss all of the animal friends that Karana had. Why was Rontu's death such a traumatic experience for Karana?

Third: Let the students go to the computers and complete the file called Chapters 24, 25, and 26. Place the completed assignment in their folders.

DAY 10

First: Assign the last set of vocabulary words. You may want to let the students choose the format that they prefer for learning their words.

Second: Review the previous chapters. Read the last chapters and Author's Note as a whole group so that you can bring the novel to an end with group closure. Discuss: What do you think Karana thought was the cause of the rumbling noises, the tidal wave and the moving earth? What did Karana see that made her drop her load of seaweed and why? How long

was it before another ship returned? What had happened to the ship that had taken all of the village members many years before? How do you think Karana felt about leaving the island?

Third: The students can then finish the word processing file called Chapter 27, 28, and 29. Have them place the completed work in their folders.

DAY 11

First: Talk about the students' favorite part of the book. Have them draw a picture of it and insert it into their folder. Refer once again to the prediction chart and see if the students predicted correctly.

Second: Have them compare Karana's lifestyle with their own. Talk about the major differences and the minor ones.

Third: Assign the conclusion section of the word processing program and have them add it to their folders.

Fourth: Get the students reaction to working on the computer.

DAY 12

First: Plan a day on the Island of the Blue Dolphins. Chose from the following activities or have students plan their own.

1. Social Studies: Look up the latitude and longitude of the island that is now San Nicholas (the Island of the Blue Dolphins). Then trace the route used by the Aleuts as they came down from Russia.
2. Science: Get into cooperative groups and have each group

chose a different sea creature from the story and do a written or oral report on it.

3. Art: Have the students make Indian necklaces from macaroni or other handy supplies to be worn on the celebration day. Or have them break up into groups and create a sea mural using the creatures mentioned in the novel.
4. Cooking: Have the students bring in some of the same foods that Karana ate on the island. If possible plan an island feast.
5. Math: Have the students create word problems using the animals from the Island of the Blue Dolphins. Exchange to solve.
6. Video: Show the movie video that is called Island of the Blue Dolphins. Have the students compare and contrast the book with the video. Remember that supplementing your text with a video will help your underachiever.

APPENDIX E

MY SIDE OF THE MOUNTAIN

By

Jean George

Goals:

1. The students will participate in incorporated strategies that will focus on the performance of underachieving students.
2. The students will develop beginning word processing skills by frequent use of the *Magic Slate* word processing program.
3. The students will show some improvement in writing skills through practice on a word processor.
4. The students will find satisfaction and enjoyment of the novel being studied.
5. The students will improve reading comprehension and understanding of the novel by writing about experiences of the characters in the book and students' related personal experiences with the characters in the book.

Objectives:

1. The students will practice writing complete sentences by answering questions that have been preprogrammed on the *Magic Slate* Teacher Planner.
2. The students will predict what the story will be about after looking at the cover and reading the title.
3. The students will practice their editing skills and at the same time improve their own language skills by editing each other's work before printing out their final copies.

4. The students will read the novel My Side of the Mountain in three and four chapter increments and maintain a satisfactory amount of understanding through discussion and writing.
5. The students will become familiar with the keyboard through practice that will be determined through teacher discretion.
6. The students will participate in daily discussions that review previous and current reading assignments.

DAILY SUGGESTED LESSON PLANS

DAY 1

- First: Introduce the novel by showing the students the picture on the front cover. Ask the students what type of story they expect. What do you think the setting will be? What do you think the story will be about? Record the student responses on a chart for future reference.
- Second: Introduce the rules for daily computer use found in Appendix F. Each student should have a clear understanding of these basic rules. If space is available, post the rules near the computer as a daily reminder.
- Third: Allow the students to go to the computer and complete the introduction file From the Mountain literature disk. Students should be encouraged to edit each other's writing before printing it out. This will help them learn to recognize mistakes as they see it in the type written form, and allows peer tutoring. An editing checklist/worksheet has been included in Appendix F. Teachers can use their discretion as to which sections they would like printed out. However it is recommended that the students print out all of their files to be kept in a My Side of the Mountain folder, along with any other activities that will be completed with this unit.

DAY 2

- First: Introduce the vocabulary words selected for chapters one, two, and three. Both the vocabulary words and ideas for their

use can be found in Appendix F. Teachers should keep in mind the individual levels of the underachieving students in order to appropriately meet their needs.

Second: Set the stage for the story by asking: Have you ever thought of running away? If you decided to live in the wilderness, what might you do to prepare yourself for a new life? What would be some advantages/disadvantages to living alone?

Third: As a group read and discuss chapters one through three together. Discuss the setting of the story. Discussion questions can include: What signs gave Sam clues that a storm was approaching? What were the only possessions that Sam took with him? What mistakes did Sam make the very first night? What is the secret to making a successful fire? How did Sam find his way to the family farm?

Fourth: Allow the students to go to the computer and complete the file section called Chapters 1, 2, and 3. Student work can be edited by the other students and then printed out for their folder.

DAY 3

First: Review the vocabulary words from day one and introduce the vocabulary selection from chapters four, five, and six.

Second: Review the previous day's discussion and reading. Have the students take turns orally reading chapters four, five and six. Have the students tell why they thought Sam was so appreciative of the animals and food around him. Ask: How did Sam's first fire change his attitude? What foods has Sam

found so far? What do you consider most important to do first; find food or find shelter? Explain how a skunk cabbage leaf fire pot works. How did the old, old tree become the perfect home for Sam?

Third: The students can now work on the word processing portion of the lesson found under the file named Chapters 4, 5, and 6. Completed work can be added to the folders.

DAY 4

First: Review the previous vocabulary and assign the new words from chapters seven, eight, nine, and ten.

Second: Volunteers may want to share their writing from the word processing portion, day three. This would be a good way to find out student's thoughts, to allow them to share their written work, while at the same time review the previous chapters.

Third: Assign the reading of chapters seven, eight, nine, and ten in pairs. This is where teachers can put a good or average reader with a less able reader. Questions that can be used following the reading can include: Why did Sam not resist the old woman? Why might the peregrine falcon be called the King's hunting bird? Why do you think Sam wanted the falcon? Describe Frightful's capture by Sam. Compare the movement of humans to animals in a forest. How does Sam get salt? List some reasons why the word resourceful suits Sam.

Fourth: Students can go to the computers to complete the file called Chapters 7, 8, 9, and 10. Place the completed page into the student's folders.

DAY 5

First: Review the earlier vocabulary to help with the success of your underachiever. Then give the students the words from the chapters eleven, twelve, thirteen, and fourteen.

Second: Have the students get into groups and talk about the reading that was done the day before. Then have them predict how the story will end. Allow them to take turns reading orally chapters eleven, twelve, thirteen, and fourteen in small groups to consider the underachiever. Then have each group come up with three questions about the chapters to share with the rest of the class.

Third: Then discuss student created questions plus the following: How did Sam tan his deer hide? Why did Sam assume the man was an outlaw? When a human came into Sam's life, what did he lose? What did Sam do to prepare himself for winter as did the animals during autumn? Autumn brought troubles to Sam. What trouble arose from the fireplace, Frightful, and cold nights versus ventilation? How did the Halloween party get too wild? What lesson did Sam learn from this?

Fourth: Have the students break up into groups and brainstorm the different things that go on at Halloween parties. The

students can then go to the computers to fulfill the word processing portion of this lesson entitled Chapters 11, 12, 13, and 14.

DAY 6

- First: Review the previous day's vocabulary and assign the words from chapters fifteen, sixteen, seventeen, and eighteen.
- Second: Review the events that were talked about the day before. This may be a good time to refer back to the prediction chart completed on day one. Were any of the student's predictions close to the events in the book?
- Third: For a change in reading styles the teacher may want to read chapters fifteen, sixteen, seventeen, and eighteen to the students. This will give all of your students a chance to hear the story read in a different manner than what they are used to. Discussion topics may be as follows: What were the advantages and disadvantages of having the hunters on Sam's mountain? What made Sam go into town, even though it was a dangerous decision? What food discoveries did Sam make in the winter time? What comparison did Sam make to the animals around his camp? How did Sam prepare for Christmas? In what ways do you still see Sam clinging to his city life traditions? How did Sam's Father figure out where Sam was? Did you find Sam's father's reactions unusual about his son's escape from the city? If there had been fewer children in Sam's family, how might the parents have been different?

Fourth: This section of the word processing portion of the lesson was designed to allow the teacher to assign either the first or second part of the question for the underachiever. Although this can be done with any of the lessons, cutting back on the assignment can give your underachiever a boost. Assign the appropriate lesson for your students from the file entitled Chapters 15, 16, 17, and 18.

DAY 7

First: Assign the last set of vocabulary words after reviewing the previous set. You may want to let the students choose the format that they prefer for learning their words.

Second: Read the last chapters as a whole group so that you can bring the novel to an end with group closure. Discuss: Why was Sam more watchful of the weather than we are? How did ice change the face of the mountain? What other phenomenon in nature is easily compared to this? What was causing Sam's bone to ache and what did he instinctively do to cure this? What are the private voices in your head? How did Sam hold a conversation with everyone without them being there? What changes came over Sam after a year in the wilderness? What did the guest house represent? What was meant by "if he doesn't want to come home, then we will bring home to him" (page 164)?

Third: The students can then finish their word processing file called Chapter 19, 20, 21, and 22. Have them place the completed work into their folders.

DAY 8

- First: Talk about the students' favorite part of the book. Have them draw a picture of it and insert it into their folder. Refer once again to the prediction chart and see if the students predicted correctly.
- Second: Have the students break up into groups and compare how their lifestyle is different than Sam's. How is it the same?
- Third: Assign the conclusion section of the word processing program and have them add it to their folders.
- Fourth: Get the students' reaction to working on the computer.

DAY 9

- First: Plan a day to celebrate My Side of the Mountain. Choose from the following activities or have students plan their own.
1. Science: Set up a center in the classroom where students can look up and study the many plants and animals in the book. Or get into cooperative groups and have each group choose three or four of the plants or animals from the book.
 2. Science: Make a map of the mountain. Include a key, compass, and use symbols, and be sure to include the Catskills. Compare maps when you are finished and see if any are the same.
 3. Cooking: Bring in some of the wild foods that Sam lived on when he was on the mountain. Experiment with these new tastes.
 4. Math: Study and estimate distances. Estimate the distance between where Sam lived to the bottom of the

mountain and into town. Estimate the distances of some of his hikes. Use both the metric and standard forms of measurement.

5. Art: Make dioramas of a scene from the mountain. Or make posters encouraging other students to read the book.
6. Video: Show the movie video that is called My Side of the Mountain. Have the students compare and contrast the book and the video. Remember that supplementing the text with a video will help your underachievers.

APPENDIX F

RULES FOR DAILY COMPUTER USE

1. Make sure your hand are clean before sitting down at the keyboard.
2. When working with an Apple, put the disk in the disk drive before turning on the computer.
3. Make sure that you work is saved before turning off the computer.
4. Keep your workspace clean so that you have room to work.
5. If you have printed out you assignment, before you leave check to be sure that there is enough paper left in the printer for the next person.
6. If there are any problems, do not try and fix them yourself. Ask your teacher for assistance.
7. Leave the area as you found it or cleaner.

VOCABULARY LIST IDEAS

The following list of ideas can be used for any of the vocabulary assignments that correlate with the books. Depending on the level of your students, teacher discretion should be used.

1. Have students create a mini glossary to be accessible as they read the book. Have them write down the words followed by their definitions. Keep these in either the folder with the rest of their work, or their own new glossary book. As they come across the words again they can use their personal glossary to look them up.
2. Have the students create sentences or a story using the words.
3. The students can make flash cards using three by five index cards. They can write the word on one side, the definition on the other, and then quiz each other.
4. The students can go through the pages in the book and find the words in context. See if they can figure out what the word means by studying the rest of the sentence or paragraph they are found in.
5. Have the students create their own ways to learn the words. They can make up their own games or activities in groups or in pairs.
6. As you come across the words again and again in the readings, be sure to review them along with their

meanings. This is another way for the student to hear the word, say the word in context, and hear its definition again.

EDITING CHECKLIST

Use the list of questions below to help you edit your work. Make sure you have answered all of the questions and made the appropriate changes before you print your composition. Put a check next to each number as it has been corrected.

- ___ 1. Does your topic sentence state the main idea of the paragraph?
- ___ 2. Do the detail sentences tell about the topic sentence?
- ___ 3. Do all of your sentences express a complete idea?
- ___ 4. Did you indent the first word of each paragraph? (5 spaces)
- ___ 5. Did you capitalize all proper nouns and the first word in each sentence?
- ___ 6. Did you put two spaces between each sentence?
- ___ 7. Did you end each sentence with the correct punctuation mark?
- ___ 8. Did you check your spelling?
- ___ 9. Do you need to add/delete any words?

VOCABULARY LISTS FOR SYLVESTER AND THE MAGIC PEBBLE

Words from pages 1-9

hobbies
unusual
extraordinary
remarkable
shiver
gradually
ceased
gratified
fetlock
startled
gnat
panicked
eventually

Words from pages 10-23

paced
frantic
inquiring
concluded
dreadful
miserable
endless

Words from pages 24-30

insisted

aimlessly

alfalfa

sassafras

compote

embraces

exclamations

VOCABULARY LISTS FOR RAMONA QUIMBY, AGE 8

Chapter 1

intermediate
annoyed
demand
fibbing
receptionist
basement
scarce
appreciate
warehouse
prompt
kindly
reassuring
dreaded
visor
anxious
fuming
erupt

Chapter 2

longed
disturb
promised
distance
preferred
summary
mounted
seized
crochet
wistfully
apologize
popular
permission
collapsed
overwhelmed
worn
impressed
phrase
blissfully

Chapter 3

reminded

fad

individual

object

nutritious

slithery

larvae

dye

satisfactory

glimpse

commotion

sympathetic

furious

adjoined

humiliation

postpone

nuisance

Chapter 4

remained

sighed

grouchy

doubt

cushion

emerged

particularly

broccoli

dagger

ashamed

content

accusing

innocently

tongue

patience

defiant

unrelenting

sulky

plight

lecture

dismal

nonsense

Chapter 5

resolved
avoid
concrete
moisture
yogurt
enemy
united
tongs
temperature
recommended
ingredients
transferred
apricot
partially
thawing
tense
pronounced
conversation
previous
edible
exchange

Chapter 6

reluctant
imitating
untidy
scant
reverse
plodded
miserable
shame
wavery
exhausted
doubtful
inquired
mechanic
grateful
pediatrician
reassuring
quavery

Chapter 7

thermometer

dozed

sponge

commercials

brooded

indignant

salaries

kneaded

amused

ignore

pale

remarked

installments

Chapter 8

moped

conference

affectionate

saucer

accuracy

entertainment

absentminded

wasting

inspiration

relief

memorizing

mentioned

excuse

flustered

loyal

disparately

confession

mischievous

Chapter 9

dismal

ceaseless

pelting

dreary

omission

vaguely

lariat

disaster

protested

vexed

comfort

plaid

gnawing

emerged

despite

lecture

rummage

crease

dignified

stern

descended

astonishment

VOCABULARY LISTS FOR ISLAND OF THE BLUE DOLPHINS

Chapters 1, 2, and 3

Cormorants

kelp

concealed

ceasing

reefs

ravine

pursued

league

carcasses

pelt

stunted

otter

slain

preparations

companion

Chapters 4, 5, and 6

tide

bargain

barred

bales

retreat

headland

fowl

perish

abalones

fared

mischief

burdens

flee

Chapters 7, 8, and 9

rimmed
beckoned
bobbed
confusion
masts
mesa
sifted
gorged
lair
nettles
sandspit
currents
sand dune
ledge
crevices

Chapters 10, 11, and 12

protection
ancestors
gaze
serpent
seeping
pitch
slunk
planks
deserted
chafing
omen
crawfish
clamor
sinew
gnawing
utensils
reeds

Chapters 13, 14, 15 and 16

jealous
squarely
stunned
bore down
lobe
ravens
prowling
shaft
shellfish
abandoned
pelicans
voyage

Chapters 17, 18, 19, and 20

fashioning
barbed
mound
muzzles
warily
yuccas
lupines
mourning
pry
scallops
coils
braced
seized
leeches
oblong
pelican

Chapters 21, 22, and 23

pace

glossier

hobble

gestures

admire

disks

prow

squinting

reproachfully

smelt

Chapters 24, 25, and 26

tame

teetering

notched

snares

frisked

Chapters 27, 28, and 29

gleaming

crest

vanquished

strewn

wreckage

whence

ornament

vain

merchants

inhabitants

schooner

VOCABULARY LISTS FOR MY SIDE OF THE MOUNTAIN

Chapters 1, 2, and 3

diameter
boundary
cascades
upholstered
congregate
exhibited
memorized
frantically
glorious
combustible
occurred
hemlock
aspen
gorge
boughs
ravines
tinder
whittle

Chapters 4, 5, and 6

migration
implements
depression
enormous
extension
exhausted
trousers
fretting
material
cicadas
mussels
warbler
edible
hickory
meadow
cattails
snare
haunted

Chapters 7, 8, 9, and 10

regular
apparently
awakened
misshapen
poaching
falcon
savory
provoke
nestlings
awkward
confined
carcass
trillium
talons
awning
tethers

Chapters 11, 12, 13, and 14

inspiration
personable
convenient
concerned
abandon
precaution
seized
rustle
comment
venison
eventually
fragrant
hacksaw
leashes
lure
orphan
nozzle

Chapters 15, 16, 17, and 18

lessened
assured
pheasant
ingenious
sapling
pouches
tallows
moccasins
research
nostrils
community
purpose
orioles

Chapters 19, 20, 21, and 22

humanity
brooding
concoction
astonished
insulation
probability
presence
fierce
nonsense
avalanche
fragile
barometer
informative
abundant
weasel
decent

APPENDIX G

ACTIVITIES
(COMPUTER SCREENS)

SYLVESTER AND THE
MAGIC PEBBLE

INTRODUCTION

Think about your answers to the following questions. What do you think the story will be about? Who is Sylvester and what might he do? What do you think the magic pebble will do? Then finish the sentences below. Be sure that the cursor is inbetween the arrows before you try to type.

1. My name is .
2. The date is .
3. I think that the story will be about
4. Sylvester is and he might .
5. I think that the magic pebble will .

Be sure to have someone edit your paper when you are finished. Then save it, and put your printed copy in your folder.

STORY ENDING

This is where you are going to write about how you think the story will end. Tell what happens to Sylvester and if he ever sees his parents again. Type between the arrows and it will be indented for you.

My name is and the date is . This is how I think the story will end.

When you have finished your story be sure to save it before you print it. Then draw a picture to illustrate your ending.

FEELINGS

Have you ever felt like Sylvester was feeling when he was a rock? What was happening when you felt this way? What happened to make you feel better? Finish the paragraph below. Be sure to type between the arrows and save your work when you are finished.

My name is and the date is .
I felt like Sylvester when .

MY OBJECT

Have you ever found an interesting object while playing or walking? What made you notice the object? What did you do with it? Write a description about your object and draw a picture of it when you are finished. Be sure to type between the arrows and have someone edit your paper when you are finished.

Name:

Date:

CONCLUSION

Wouldn't it be great if all your wishes would come true? If you had a magic pebble that could make wishes come true for you, what kinds of things would you wish for? Why? Be sure to type between the arrows and have another student edit your paper before you print it.

Name:

Date:

RAMONA QUIMBY,
AGE 8

RAMONA QUIMBY, AGE 8

Hi and welcome to Ramona Quimby, Age 8! This is where you will type in your first entry. Always type in your full name and the date first. Today you will write your prediction of what you think this book is going to be about. What kind of friend do you think Ramona would be? Tell whether or not you would like her as a friend and why. Do not forget to type your name and date in first. When you are finished have someone edit your writing and save your work. Your teacher will let you know if you need to print out your data.

CHAPTER 1

Ramona was excited and really looking forward to her first day at school. Think back about something that you were really excited about and looking forward to. Write a paragraph about that experience. Be sure to include any important details. Before saving your work, have a classmate edit it, and make any needed changes. After printing your work, draw a picture at the bottom of the page to illustrate your experience. Do not forget to type in your full name and date first.

CHAPTER 2

Ramona's teacher used an acronym for their Sustained Silent Reading time in the classroom. An acronym is a word formed from the first letters of a series of words. For example the letters DEAR stand for Drop everything and read. Now you can write an acronym of your own. Start with a word (like DEAR) and then try to take those letters and make a series of words. Remember to type in your full name and date first. Have fun!

CHAPTER 3

Think about how Ramona felt when the egg broke on her head. Now think about a time when you felt embarrassed. What kinds of feelings did you have? What did you want to do? Write about the incident and your feelings at the time. Remember to type in your full name and date first.

CHAPTER 4

Ramona and Beezus did not like what their mother served for dinner and did some complaining. Do you think that their punishment of having to make dinner for the following evening was fair? Why or why not? Explain your answer. Remember to type in your full name and date first.

CHAPTER 5

At the end of this chapter Ramona and Beezus went to their rooms before their parents made it into the kitchen and saw the mess. Describe what might happen next as their parents see the disaster in the kitchen. What did they think, feel, and say? What would you have wanted them to say? Do not forget to type in your full name and date first.

CHAPTER 6

Ramona was having a bad day. She was really embarrassed when she threw up in front of her classmates. We all have bad days in school, but we all have good days too. Write a paragraph telling about the good and bad things about the grade you are in. Be sure to type your full name and date in first.

CHAPTER 7

Ramona's classmates all wrote letters to her while she was home sick. Pretend that you are in Ramona's class. Write a letter to her that will cheer her up! Think about the kinds of things that you would like to know about if you were at home sick. Always put your full name and date on your paper.

CHAPTER 8

In this chapter the students in Ramona's class had to do a book report. Mrs. Whaley asked them to try and sell the book and not to tell how the story ended. Get with a partner and brainstorm other ways in which you could make a book report livelier. Choose one way and describe it. Be prepared to read your paper to the class when you are finished. Be sure to include your full name and date.

CHAPTER 9

The stranger in the restaurant bought the Gulmby's dinner because he thought they were a nice family. Get with a partner and decide whether you agree with him or not. Use facts from your book to support your answer. You may give reasons for both sides of this issue if you can find them. Do not forget to include your full name and date.

CONCLUSION

Think back about the characters in the story. Write a list of words that describes each character. Start here and describe Ramona. Then go on to the next character. Be sure to include your full name and date.

How can you describe Beezus?

Now describe Mrs. Quimby.

Last describe Mr. Quimby.

Now take a look at some of the words that you have written above. Do any of them also describe you?

ISLAND OF THE
BLUE DOLPHINS

INTRODUCTION

Hi and welcome to The Island of the Blue Dolphins! This is where you will type in your first entry. Remember to always type in your full name and date. Today you are going to write your prediction of what you think this book is going to be about. Where do you think this story will take place? Do you get any impressions about the girl on the cover by her picture? Do not forget your name and date. Always save your work when you are finished, and have someone edit your paper before you print it.

CHAPTERS 1. 2. AND 3

The first few chapters give the setting of the story which takes place on an island. Describe the island and the people on it. Use as many details as you can think of to give a good description. Do not forget to put your name and date at the top, and have someone look it over before you print it out. If you have time after you have printed your work, illustrate the island in a drawing.

CHAPTERS 4, 5, AND 6

The people of the island were told the ship that sailed into the harbor did not belong to the Aleuts, but was sent there by their chief to take them away from Ghalas-at. Predict what the new place will look like. How will it be the same as the old island? How will it be different? Give you writing a title and do not forget to include your name and date. Have ananother student edit your work before you save and print it.

CHAPTERS 7, 8, AND 9

Think about the reasons why Karana jumped off the boat and the amount of time she had to make a decision. Now think about what you would have done if you were in Karana's situation. Write about what your response would have been and be sure to give your reasons why. Karana did not have a lot of time to think about her answer but you do. What kinds of things should you consider? Remember to include your name and date, have your partner edit your paper, save it, and print it.

CHAPTERS 10, 11, AND 12

Karana tried to leave her island and find another island that her ancestors had talked about. Write about the blue dolphins that she came across and what they symbolized to her. Why were they so important to her? Why were they so important to her tribe? Be sure to save your work before you print it.

CHAPTERS 13, 14, 15, AND 16

Karana hurt her leg when she fell trying to get away from the bulls. She had to nurse her own leg back to health with the herbs she found on the island. How is this different from what you do when you get hurt? Think of other situations in which you would be better off than Karana if you came across a problem. Write about three of these situations and tell how they would be different experiences from Karana's. Do not forget to include your name and the date!

CHAPTERS 17, 18, 19, AND 20

Chapter seventeen describes the fight that Rontu has with the wild dogs. Why did Rontu feel compelled to challenge the remaining pack? Why couldn't Karana intrude in the fight, even though she was physically able to do so? Why did Rontu, after his victory over the other dogs, trot right past Karana to their house, where he waited for her as if nothing had happened? Use complete sentences in your answers. And do not forget to include your full name and date.

CHAPTERS 21, 22, AND 23

Contrast the reactions of Karana and Tutok when they first come face to face and give reasons for the way they each acted. How did Tutok make friendly approaches toward Karana? Why was Karana's behavior so defensive? What conflict was presented to Karana when the Aleut girl admired the beautiful skirt of cormorant feathers? Be sure to have someone edit your work before you save it.

CHAPTERS 24, 25, AND 26

Karana's animal family was continuously growing. Pick one or more members of this family and tell about it. How was it acquired? What are some of the interesting activities of this animal? After you have printed out your writing, draw a picture of the animal or animals you chose. Put your completed work into your folder.

CHAPTERS 27, 28, AND 29

Think about why the author ends the story the way he does. Rewrite the end of the story after the White man's boat leaves the island the first time. What might have happened if it had not returned again? What other way could this story have ended? Be sure to include your full name and date.

CONCLUSION

Think back about the lifestyle that Karana had on the Island of the Blue Dolphins. Now think about your lifestyle. List the things that are the same in one paragraph. In another paragraph list the differences. If you had your choice today, which way would you want to live and why? Be sure to include your name and date. Do not forget to save your work.

MY SIDE OF
THE MOUNTAIN

INTRODUCTION

Hi and welcome to My Side of the Mountain! This is where you will type in your first entry. Remember to always type your full name and date. Today you are going to write your prediction of what you think this book is going to be about. Where do you think the story will take place? Do you get any impressions of the young man by looking at his picture on the cover? Do not forget your name and date. Always save your work when you are finished, and have someone edit your paper before you print it.

CHAPTERS 1, 2, AND 3

The beginning of the book talks about where Sam is going to make his new home. Give a detailed description of the area surrounding his new home and of his new house. After you have printed your paper, draw a picture to illustrate what you think the area looks like. Be sure to include your name and date.

CHAPTERS 4, 5, AND 6

Today you are going to write to support your opinion on an issue. What do you consider most important to do first; find food or find shelter? Give as many reasons as you can stating why you believe one to be more important to do first than the other. Then start a new paragraph and tell what Sam's feelings were about this and why. Be prepared to read you paper to the rest of the class. Do not forget to have a partner edit your work before you save it.

CHAPTERS 7, 8, 9, AND 10

Sam became very close with his falcon. Have you ever felt a close bond with an animal? Describe the bond Sam had with his pet falcon, and then describe a bond that you have had. Compare the things that are the same. How are they different? Be sure to type your full name and date before you save your work.

CHAPTERS 11, 12, 13, AND 14

Sam decided to have a Halloween party. Think about his guests and some of the things that went on. Now think about a Halloween party that you have had or attended. Compare Sam's party with one that you might have. What might be the same? What would be the differences? Be sure to put your full name on your paper along with the date. Have your partner edit it before you save it and print it out.

CHAPTERS 15, 16, 17, AND 18

Some of the birds in the forest reminded Sam of some of his friends in New York. Describe some of these comparisons. Then see if you can compare some of your friends with some of the birds you have learned about. Be sure to edit and save your work before you print it out and add it to your folder.

CHAPTERS 19, 20, 21, AND 22

On page 160 Sam begins to write about people. He drew a line through it and wrote about animals. Why do you think he did this? What was he trying to stop from happening, yet at the same time did not want to stop? Be sure to explain your answer. Put your full name on your paper and the date. Have someone edit your work and make any changes before you save it and print it out.

CONCLUSION

Think back about the lifestyle that Sam had living alone in the wilderness. Now think about your lifestyle. List the things that are the same in one paragraph. In another paragraph list the differences. Do you believe that a boy could actually do what Sam did today? Why or why not?

APPENDIX H

PROJECT EVALUATION FORM

Teacher's Name: _____

School: _____

Grade Level Taught: _____

Please rate the following on a scale of one to five. (1 = not useful,
3 = moderately useful, 5 = highly useful)

General information of underachievers	1	2	3	4	5
---------------------------------------	---	---	---	---	---

Choice of core literature selections	1	2	3	4	5
--------------------------------------	---	---	---	---	---

Vocabulary ideas and lists	1	2	3	4	5
----------------------------	---	---	---	---	---

Editing checklist	1	2	3	4	5
-------------------	---	---	---	---	---

Daily suggested lesson plans	1	2	3	4	5
------------------------------	---	---	---	---	---

Culminating activities	1	2	3	4	5
------------------------	---	---	---	---	---

Benefits to students	1	2	3	4	5
----------------------	---	---	---	---	---

Student enjoyment	1	2	3	4	5
-------------------	---	---	---	---	---

Teacher enjoyment	1	2	3	4	5
-------------------	---	---	---	---	---

Effectiveness for teachers	1	2	3	4	5
----------------------------	---	---	---	---	---

Effectiveness for underachievers	1	2	3	4	5
----------------------------------	---	---	---	---	---

Did you follow the daily suggested lesson plans?	YES	NO
--	-----	----

Was the information about underachievers sufficient?	YES	NO
---	-----	----

Do you have any suggestions or comments that would improve the
usefulness of this book? _____

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